

**SOUTH DAKOTA BOARD OF REGENTS  
MINUTES OF THE MEETING  
DECEMBER 12-14, 2006**

**NATIONAL ASSOCIATION OF SYSTEM HEADS (NASH) INITIATIVE**

Dr. Perry stated that the National Association of System Heads Executive Committee has prepared a proactive approach in response to Secretary Spelling's Commission report on the Future of Higher Education. NASH is proposing that public university systems pursue the issue of expanding access to higher education, especially for low-income and minority populations. Authorization is requested so that the Executive Director can work with the national initiative and determine what state goals will be consistent with the Regent's directions and Governor Rounds' 2010E goals.

IT WAS MOVED by Regent Venhuizen, seconded by Regent Belatti to authorize the Executive Director, on behalf of the South Dakota Board of Regents, to sign the National Association of System Heads initiative on access to public higher education. All members voting AYE. The MOTION CARRIED. A copy of the Initiative can be found on pages 4042 to 4044 of the official minutes.

**SOUTH DAKOTA BOARD OF REGENTS**

**Full Board**

**AGENDA ITEM: II**

**DATE: December 13-14, 2006**

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**SUBJECT: National Association of System Heads (NASH) Initiative**

The National Association of System Heads [NASH] Executive Committee has prepared a proactive approach in response to Secretary Spelling's Commission report on the Future of Higher Education. The NASH proposal is to have public university systems actively pursue the issue of expanding access to higher education, especially for low-income and minority populations. The general goals of this initiative are consistent with the Rounds' 2010E goals and the directions that we have been working on within the Board of Regents. The organization is inviting systems to sign-on as partners in the initiative. This has been discussed with the COPS. The South Dakota Board of Regents is asked to authorize the Executive Director to sign-on to this national initiative and to determine what state goals will be consistent with the Regent's directions and Governor Rounds' 2010E goals.

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**RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR**

Authorize the Executive Director, on behalf of the South Dakota Board of Regents, to sign the National Association of Systems Heads initiative on access to public higher education.

# NASH

NATIONAL ASSOCIATION OF SYSTEM HEADS

## Proposed New NASH Initiative on Access and Success

### Review Draft 11.20.06

The NASH Executive Committee proposes the creation of a new NASH initiative focused on expanding access and success in participating systems, especially for low-income students and students of color. This voluntary initiative, conducted in partnership with the Education Trust, will bring participating system heads together to learn from each other and from outside experts on critical action steps, including setting goals, talking with the public, identifying and mounting powerful action strategies, and reporting progress.

1. This initiative will have **one overall unifying goal or theme**. The goal could either be (a) adopted as is by each participating system or (b) derived from the adding up the goals of individual systems. Depending on how the numbers fall, something like “*Double the Numbers*”, “*Halve the Gaps*”, or “*Up by 50%*” might work.
2. Given differences in state and institutional contexts, **each participating system will set its own 5 year stretch goals** under that theme (if it has not already done so). Those goals might include specific increases in overall college going, 2-year to 4-year transfer, or graduation rates. *However, to participate in this initiative, system goals must include at least the following two:*
  - **Access**—halving gaps in college entry separating low-income and/or minority students from others;
  - **Success**—halving the graduation rate gaps that separate low-income and/or minority freshmen from other students.
3. **Action Plan** – each system will work toward these goals in its own ways; indeed, many of us already are underway. But we want to choose a few core strategies that we will all use and around which we can organize whatever expertise and/or strategy sharing we might need. Those could include:
  - **Preparation**, including aligning high school standards and assessments with college readiness and possible redesign of certain core high school courses;
  - **Communication**, including identifying key constituencies that need to be on board and developing messages that work well with each;
  - **Development of good metrics and appropriate stretch goals** for our campuses around access and student success (for example, what do the data tell us about how much progress can you expect in five years? What are the best ways to frame access goals with strong equity component? Through what combination of existing—e.g. licensure pass rates—and new measures can we best track student learning outcomes?)

- **Financial aid**, including both how to win needed increases in federal and state aid for low-income students and how institutions make college more affordable to increase enrollment of low-income students;
  - **Undergraduate improvement**, including measurement of student learning outcomes, exploring a more active system role in the identification and redesign of key “barrier” courses, and identifying and eliminating other impediments to student success;
  - **Dropout recovery**, including identification and re-enrollment of students who left in good standing without a degree;
  - **Data systems and research**, including both mining of our own institutional research capacity to learn more about impediments to student success and work together to improve the capacity of institutional, state and federal student information systems; and,
  - **Cost containment**, including strategies to keep costs down without compromising quality.
4. In summary, to be included in this entirely voluntary initiative, interested system heads must agree to the following five things:
- To devote leadership time and resources to an aggressive effort to increase access and success, especially for low-income and minority students;
  - To set five-year stretch goals, including, *at the very least, halving the access and graduation rate gaps that currently separate low-income students and underrepresented minority students from others* (see #2 above);
  - To announce those goals publicly, then report annually on progress;
  - To send a representative to the initiative’s cross-system data/research work group and otherwise work together to improve the quality of our data and accountability systems (by, for example, using our collective voices to obtain licensure passage data);
  - To participate personally in at least one general strategy-sharing session per year, and to enable key staff to participate in other, single-topic strategy sessions (e.g. better use of institutional financial aid, course redesign) as they are organized.
5. **Support for the initiative.** The NASH Executive Committee will seek financial support for this initiative from foundation or corporate sources. Pending approval of this request, however, participants will be expected to either:
- Make a set contribution up front and/or;
  - Pay all of the costs of sending representatives to project meetings, including registration fees that will cover the costs of outside experts.